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| Definition | A comprehension strategy that teaches children to stop frequently and check, or monitor, if they understand what they are reading. This typically is a quick summary of what they read starting with “who” and “what.” |
| Why Children need this Strategy | Often as beginning readers, children are so aware of reading accurately that they forget to take time and think about what they are reading, checking to see if they understand the text. Advanced readers can develop the habit of reading through text without monitoring if they were unaware of Checking for Understanding as beginning readers. |
| Secret to Success | Knowing when we read we must think about the story and realize what the author is trying to tell us or what we are learning from the book. Readers stop frequently to Check for Understanding or ask, who and what. |
| How we teach it | This vital strategy is not only one of the first we introduce, but is also one we model each and every day of the school year.   * Model – during our read aloud we stop periodically and saying, “Let me see if I remember what I just read. I am going to start by thinking of who the story was about and what happened.” * Continue to stop periodically and talk through the “who” and “what,” usually about 3-4 times during each read aloud * Scaffold - after 2-3 times of modeling this for students, we start asking students to answer the who and the what through “turn and talk,” asking one student to do it for the whole class and then expecting children to do it on their own. * Language we use:   “Stop often to Check for understanding so you don’t read any farther.”  “**Who** did you just read about and **what** just happened?”  “How often did you stop to Check for Understanding? After each sentence, after each paragraph, at the end of each page?”  Was your brain talking to you while you read?”  “Are you finding you are understanding what you are reading?”  “What do you do if you don’t remember?” |
| Trouble  Shooting | We had a parent in our class cut out large check marks, approximately 7 inches long, out of balsa wood. Often we provide these check marks to students as a reminder to stop and check for understanding. They work particularly well when partners are reading together and working on Check for Understanding. The person listening to their partner read has the job of holding the checkmark and when the reader comes to the end of a page or paragraph the checkmark holder has the job of Checking for Understanding what the reader just said. On one side of the check marks we write, “Check for Understanding” the other side, “Who and what.” |

**Goal: Comprehension Strategy: Check for Understanding**